DOCUMENT RESUME

ED 438 280 SP 039 030

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TITLE	Teaching At Risk Children: An Instructional Model in a Professional Development School.
PUB DATE	1999-00-00
NOTE	36p.; Appendices may not reproduce adequately.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*College School Cooperation; Consciousness Raising; Diversity (Student); Early Childhood Education; Field Experience Programs; *High Risk Students; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; Student Teacher Evaluation; Student Teachers; *Teacher Collaboration

ABSTRACT

Focusing on the future of at-risk students is critical. Collaboration between university and public school educators in a Professional Development School (PDS) can provide opportunities for faculty and preservice teachers to participate with at-risk students and their teachers to improve current practices, provide individualized experiences, and improve teaching techniques. This paper describes a PDS that involved a collaboration between the Early Childhood Program of the School of Education at Baylor University and a local primary school. The collaboration provides individualized experiences for at-risk children, and field experiences for students in Early Childhood Education. Program goals are to: develop and implement quality experiences to enhance students' outcomes; participate in a learning environment under the supervision of qualified professionals; exhibit knowledge of diversity in learning style, culture, and language; collaborate with parents, teachers, staff, and community services to meet students' needs; develop proficiencies in assessment, organization, curriculum planning, and instruction (including the use of assistive technology); and participate in research and literature reviews with practicing professionals. Evaluations indicate that this experience has been beneficial to both student teachers and children. Children involved in the PDS have displayed improvement in their classroom performance. Appendices contain scope and sequence, lesson plans, teacher reactions, and summaries of experiences. (Contains 10 references.) (SM)

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ED 438 280

Teaching At Risk Children

An Instructional Model In A Professional Development School

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Abstract

Focusing on the future of at risk children is a critical issue.These children need optimum opportunities and can benefit from individualized experiences. Collaboration between universiry and public school educators in a professional development school can provide opportunities for faculty and preservice teachers to participate with at risk children and their teachers to improve current practices,to provide individualized experiences and to improve teaching techniques.

This paper presents an instructional model in a professional development school. The paper describes the school environment and the collaboration process. Goals of the program are included. Children served and the responsibilities of the teachers, staff, preservice teacher and university faculty are identified.

Assessment strategies are addressed. Planning and implementing experiences are discussed. Results for children and preservice teachers are described.An appendix includes lessson plans and journal entries written by preservice teachers. Also included are guidelines for the field experience from the course syllabus.

Teaching At Risk Children

An Instructional Model in a
Professional Development School

Focusing on the future of at risk children is a critical issue. These children need optimum opportunities in the learning environment, and can benefit from individualized experiences. Collaboration between university and public school education in a professional development school setting can provide opportunities for university faculty and pre service teachers to participate with at risk children and their teachers. This collaboration can contribute to the improvement of current practices and professional development.

Early Childhood Education recognize the importance of providing opportunities for pre service teachers to participate in learning environments with practicing professionals and young children. Pre service teachers need experience in developmentally appropriate environments. They need the opportunity to work with young children of diverse ages and abilities and to participate with children reflecting cultural and linguistic diversity.

With the creation of the Holmes Group, now named the Holmes Partnership, a consortium of research universities committed to teacher education, came the concept of the Professional Development School. The Holmes Group defined a professional development school as a regular elementary, middle, or high school that works in partnership with a university to develop and demonstrate:

- fine learning program for diverse students
- practical thought-provoking preparation for novice teachers
- new understandings and professional responsibilities for experienced educators
- research projects that add to all educators knowledge about how to make school more productive

(Holmes Group, Inc. 1986 and 1955)

The definition of a professional development school and an interactive set of reforms identified by the Holmes Group (Holmes Group, Inc 1986) provided a thrust for organizing an instructional model implementing field experiences for pre service teachers for at risk children, and developing individualized experiences for these children.

This paper describes an instuctional model of a program in a professional development school to participate with at risk children. This is a collaboration between the Early Childhood Program in the School of Education at Baylor University and the La Vega Primary School of the LaVega Independent School District. This collaboration provides individualized experiences for at risk children and field experiences for students in Early Childhood Education.

Defining at risk children as children who have a high probability of educational problems in the future, the university faculty and school faculty agree on the importance of on the importance of optimum, individualized experiences in the primary school. The University faculty and school faculty also agree on the need for pre service teachers to develop knowledge and undertstandings of at risk children and how to meet needs of children who have developmental and/or environmental problems.

The following goals have been developed for the program:

Goal 1 To develop and implement quality experiences that enhance successful outcomes for at risk children.

Goal 2 To participate in a learning environment under the supervision of qualified professionals to focus on at risk children.

Goal 3 To exhibit a knowledge of diversity in learning style, culture, and language.

Goal 4 To collaborate with parents, teachers, professional staff and community services to meet the needs of at risk children.
Goal 5 To develop proficiencies in assessment, organization, curriculum planning and instruction including the use of assistive technology.
Goal 6 To participate in research and literature reviews with the practicing professionals.

Description of the School and Children Served

To understand this instructional model it is necessary to know about the school, the children served and the development of the program. In 1995 the School of Education received a grant from the Texas Education Agency to fund a Center for Professional Development and Technology. The purpose of the Center for Professional Development and Technology was to restructure the teacher education program which included working collaboratively with public schools.

The project designated several schools in the area to be sites for professional development. The Early Childhood Program acquired as a site the LaVega Primary School in the La Vega Independent School District. The LaVega Independent School District is in Bellmead, a suburb of Waco, Texas. The school serves approximately twenty five hundred students with five campuses and an Early Childhood center serving approximately one hundred children. (LaVega Independent School District Statistics, 1997-1996)

Mission Statement

The mission statement of the LaVega Independent School District is to provide a need satisfying environment where everyone can produce successfully, with the understanding that learning adds quality to life. Preparing each student to contribute to an ever-changing interdependent society is our commitment. (LaVega Independent School District Statistics, 1996-1997)

The LaVega Primary School serves four hundred thirty four children. The school serves children from pre kindergarten through 1st grade. It also has a program for young differently abled children. Located on the Primary Center Campus is a child care center for infants, toddlers, and children through age four that operates separately from the school.

School Population

6	Special Education
69	Pre Kindergarten
149	Kindergarten
210	First Grade
434	Total Enrollment

(March 16, 1999 LaVega Primary Center Grade Statistics)

The school population comes from a wide range of socioeconomic groups. The majority of the children are economically disadvantaged. Many of the children are on the free or reduced lunch programs which target low income children. Also, there is a high mobility rate in the school population. The school provides a multilingual and multicultural environment.

School profile for the 1998-99 year

159	Hispanic Students
68	Black Students
301	White Students
4	Asian or Pacific Islander
1	Native American

(March 18, 1999 LaVega Primary School Statistics)

The school is organized on a traditional schedule with pull out programs for at risk children involved in the regular classroom settings. The principal, program facilitators, faculty and support staff provide a friendly and support staff provide a friendly, comfortable, inviting setting for children.

LaVega Primary School Staff

Professionals	33
Auxillary Professionals	16
Cafeteria	3
Custodians	4

(LaVega Primary Statistics, March 1999)

Collaboration Between University and School

A required course in the Early Childhood Academic Specialization is EDC 4301: Diversity in Learning for Young Children. The purpose of this course is to study the psychological, intellectual, physical and social needs of young children with diverse abilities. Emphasis is placed on review of research and practice related to perceptual an conceptual development, language abilities, self concept, and on organization and evaluation of a child centered learning environment, course goals are to:

- Demonstrate understanding of the conditions that affect children's development and learning including risk factors, development variations, and developmental patterns of specific disabilities.
- Create and modify environments and experiences to meet the needs of all children including children with disabilities, developmental delays, and special abilities.
- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political context for development and learning, and recognize that children are best understood in the context of family, culture, and society.
- Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of young children.
- Affirm and respect culturally and linguistically diverse children, support home language presentation, and promote anti-bias approaches through the creation of learning environment and experiences.
- Evaluate and demonstrate appropriate use of technology with young children.
- Adapt strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, or special abilities.

- Incorporate knowledge and strategies from multiple discipline into the design of intervention strategies and integrate goal from IEP's and IFSPS's into daily activities and routine.
- Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
- Implement basic health, nutrition, and safety management practices for young children including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.
- Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.
- Recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Establish and maintain positive, collaborative relationships with families.
- Support parents making decisions related to their child development and parenting.
- Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.
- Link families with a range of family-oriented services based on identified resources, priorities, and concerns.
- Communicate effectively with other professionals concerned with children and agencies in the large community to support children's development, learning, and well-being.
- Use informal and formal assessment strategies to plan and individualize curriculum.
- Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan and Individual Family Service Plan goals for children with special development and learning needs.
- Demonstrate awareness of and commitment to the profession's code of ethical conduct.
- Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.
- Serve as advocates on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators.

(Diversity in Learning Environments for Young Children Syllabus, 1998-1999)

Meeting the course goals created an opportunity for collaboration between the university and the Professional Development school site. The course is organized with one class session a week at the professional development school. Pre service teachers are introduced to environmental and developmental diversity through technology, discussion, lecture, literature reviews and readings prior to beginning session at the school.

The on site coordinator introduces the school setting to the pre service teachers. Special presentations are planned by the principal and faculty for pre service teachers..

Pre service teachers are then assigned a child that has been determined to be at risk by the teacher. All children for this program are recommended by the teacher. Children in this program are ages five and six.

Criteria for selection includes test scores and performance in the learning environment as observed by the teacher. Most children in the program are "at risk" because of limited experiences and environmental delays. Characteristics identified are low self esteem, physical neglect, limited attention span, language delays, limited language, and behavior problems. Few children have been diagnosed as ADD or ADHD and few are identified as differently abled chidren.

Assessment, Planning and Implementing Experiences

The pre service teacher collaborates with the teacher to identify the developmental levels and special needs of the child. The pre service teacher observes the child in the classroom setting as a component of assessment.

The pre service teacher develops expected outcomes and writes a scope and sequence for the teaching experience. Each week the pre service teacher plans, selects materials and implements developmentally appropriate methods with the child. The pre service teacher also invites the child to assist in planning for the next session.

Weekly procedure involves:

- Planning and preparing learning experience
- Writing teaching plans
- Discussing with university faculty
- Reflecting by evaluating experiences and adapting and improving decision making and teaching effectiveness
- Assessing needs for continual planning
- Reporting progress to the teacher
- Writing in a journal

Meaningful experiences from language and literacy, mathematics, science, social studies, health, safety, nutrition, art, music, drama, and movement compose the curriculum. The Texas Essential Knowledge and Skills (TEKS) are guidelines for activity selection.

Children are engaged with manipulative materials and creative activities. Books, stories, fingerplays, poetry, songs, games, painting, modeling, cutting pasting, drawing, constructing, block building, special projects, cooking, and computer experience provide a variety of learning opportunities.

Lesson plans are written for each week. Prior to teaching the pre service teacher discusses plans and progress with the university faculty. A copy of the lesson plan with child's response and samples of activities as appropriate are placed in a folder located in the classroom. This documents the child's progress in the classroom and provides information for the child's portfolio. Teachers make notes in the folder to the pre service teacher and comments about the child as needed.

The pre service teacher receives weekly feedback from the classroom teacher and plans special conference time during the semester. Also time is planned to participate with the parents and to attend a parent meeting and conference.

The pre service teaches keeps a journal documenting the childs' progress. The journal includes a brief description of the child, weekly activities, the response of the child and reflection of the pre service teacher.

The pre services teacher is encouraged to collaborate with the teacher in keeping the journal and using additional information and sources provided by the teacher. Confidentiality in this project must be maintained.

To engage in professional development the pre service teacher selects an issue or problem related to the teaching assignment as a research project. The pre service teacher conducts a literature review and shares information for discussion and practice with the teacher. This project culminates in a paper and class presentation.

From experience in the professional development school the pre service teacher is expected to develop the following proficiencies:

1) Organization and management
2) Assessment and Evaluation
3) Curriculum Planning
4) Organization and Delivery of Instruction
5) Individualization
6) Collaboration
7) Professionalism
8) Technology

(Field Experiences Guidelines, 1998-99)

The pre service teacher is involved in a variety of experiences that reflect the program goals. In this field based experience the pre service teacher will:

- Observe how children grow and learn
- Provide experiences to support physical, social, emotional, language, cognitive, and aesthetic development
- Focus on how children differ in development and learning
- Plan experience for development and learning for the individual child
- Recognize conditions that affect development and learning
- Identify risk factors
- Create an environment and experiences for all children
- Plan experiences for children with disabilities, developmental delays and special abilities
- Recognize the function of the home language
- Respect cultural and linguistic diversity
- Understand and support the home language
- Utilize anti-bias approaches
- Plan and implement developmentally appropriate practices
- Develop awareness of community, curriculum goals and content
- Use developmentally appropriate methods
- Encourage physical, social, emotional, aesthetic and cognitive development
- Implement an integrated curriculum with meaningful experiences from language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement
- Select developmentally appropriate materials and equipment
- Observe a developmentally appropriate environment
- Use technology in the learning environment to meet needs

- Evaluate topics, units and concepts in terms of conceptual soundness, significance and intellectual integrity
- Adapt strategies and the environment to meet the needs of the child
- Use guidance techniques, problems solving techniques and conflict resolution techniques
- Develop self control, self motivation and self esteem
- Develop a knowledge of designing and using intervention strategies from an IEP and IFSP into daily experiences
- Provide a physically and psychologically safe and healthy environment
- Develop awareness of the importance of the physical setting and routine
- Identify the consequences of stress and trauma
- Provide supportive relationships and understand the development of mental health
- Recognize illness and communicable diseases
- Provide health, nutrition and health practices
- Observe health appraisal procedures, referral procedures and community health and social services
- Recognize emotional distress
- Recognize child abuse and neglect
- Understand responsibility and procedures for reporting suspected abuse or neglect
- Maintain positive collaborative relationships with families
- Observe respect of parents' choices and goals for children
- Observe communication with parents concerning curriculum and progress
- Observe family involvement in curriculum assessing and planning for individual children
- Observe support of parents in making decisions related to development and parenting
- Develop sensitivity to family structures, social and cultural backgrounds
- Observe applications of family systems theory and dynamics, roles and relationships within the family and community
- Identify family oriented services
- Communicate with professionals and agencies concerned with young children
- Use formal and informal assessment in planning curriculum and selecting instructional practices
- Observe, record and access development and learning
- Guide children in self assessment
- Engage children in planning
- Use authentic performance-based assessment for planning and communicating with children and parents
- Work with the classroom teacher and others to conduct family-centered assessments
  Work with the teacher to select, evaluate and interpret formal, standardized assessment instruments and other assessment strategies
- Observe the use of assessment results in the development and implementation of an IEP and IFSP
- Understand the use of formative and summative program evaluation
- Reflect on experiences, philosophy, decisions and practices
- Evaluate practices and conduct self assessment to improve programs and instruction

- Focus on professional development and continuous learning
- Understand conditions of families and children
- Understand professionals and the profession
- Examine trends, desires, public policies and legislation affecting young at risk children
- Observe influence of historical, philosophical and social foundations on current practices
- Practices ethical conduct
- Use professional literature and resources
- Attend meetings as arranged by the principal or teacher

- Develop collaborative relationships with teachers, staff, colleagues, other professionals and families
- Participate in professional teams
- Become an advocate for young children to improve programs and services
- Recognize the need to enhance the status of early childhood educators
- Understand the administration, organization and operation of early childhood programs
- Observe supervision of staff and volunteers
- Understand program evaluation and teacher evaluation procedures

(Diversity In Learning Environment for Children Syllabus, 1998-99)

Evaluation of the Pre service Teacher

Evaluation of the pre service teacher is a continuous process. The pre service teacher is evaluated by the teacher and university faculty using the proficiencies as criteria.

The pre service teacher reviews the proficiencies and writes a self assessment. They also keep a portfolio of teaching activities.

The pre service teacher assesses the child's progress by using the outcomes as criteria. At the end of the semester a written report is available for the teacher.

Interviews and surveys are conducted with the pre service teachers to determine progress of the children. Also included is discussion concerning development of the pre service teacher.

Interviews reveal that the pre service teacher observes progress with their teaching effectiveness skills. Indications are that the pre service teachers are recognizing diversity in the learning environment as they cite problems, issues, and needs. They are aware of children at risk and the responsibility to meet their needs.

In a discussion session pre service teachers were asked if they have a better understanding of at risk children and can plan for at risk children in the learning environment. Results from the discussion was positive. Students indicated the on site experiences were valuable to their development. When asked to write about the experiences a student wrote, "My student is a five-year-old girl with brown hair and she is small in stature. She is shy and often giggly. She enjoys having books read to her. She was chosen because she has a low self-esteem and therefore lacks self-confidence. She simply needs to be told over and over that she worthy and can achieve whatever she wants."

A survey of pre service teachers in the program indicated that the instructional experience was beneficial to both pre service teachers and children. They indicated social, cognitive, and language gains with the children. They cited individual experiences making a difference. They cited opportunities to participate with diverse learning styles and special needs as important in teacher preparation.

Results for Children

Determining the results of the program for the children is a more difficult task because of semester assignments of the pre service teacher and time limitations. Observations of the children, interviews with the teacher and pre service teacher, and surveys of the teachers and pre service teachers serve as tools to determine results.

Observation of the children indicate some gains in classroom performance. Cognitive skills of thinking, reasoning and problem solving are evident in meaningful experience. Improvements in language and literary are observable. Progress is evident in individualized tasks.

The most evident gain noted from observation is social development. Children exhibited more confidence, ability to complete task, pride in accomplishment, self control, ability to operate in a group and ability to manage behavior.

Interviews with the pre service teacher concerning the progress of children indicated that they observe development of social skills, language and emergent literacy. Pre service teachers indicate improvement in self-esteem and ability to stay on task, pride in task, and ability to control behavior.

Interviews with the teachers indicate that the pre service teachers spend quality time selecting developmentally appropriate learning experiences for the children. Interviews also indicate that the pre service teachers target identified needs using different approaches. Teachers indicate that children in the program benefit from the individualized instruction and the additional time spent in a teacher-child working together relationship.

Favorable response came from an interview with the on site coordinator. Evident was the fact that the children benefit from the additional time in a teacher-child relationship. Support was given for the assessment that there were more visible social gains than cognitive gains citing the limited time with the children and the various levels of at risk conditions as reasons. Response indicated positive learning for both pre service teachers and children, identifying the fact that pre service teachers need experiences with at risk children. Support was given for the need to recognize and understand various conditions that place young children at risk and the need to learn how to assist these children in the learning environment.

The principal is a strong advocate of the program encouraging the pre service teachers in their research and practice. Collaboration with the principal, university faculty, on site coordinator, teachers and pre service teachers is evident.

Results of a survey in the program indicated that children involved displayed gains in the classroom. All indicated that that they would continue participation in the program.

Conclusion

Collaboration in a professional development school can provide opportunities for university faculty and pre service teachers to participate with at risk children and their teachers. University faculty, teachers, and pre service teachers have an opportunity to improve current practices, seek innovative practices, and create appropriate experiences for at risk children.

University faculty, teachers and pre service teachers can improve individualization, planning organization assessment, and instruction. A variety of resources can provide optimum experiences for children, teachers, and pre service teachers.

Gains are evident with individual experiences. A pre service teacher wrote, "I enjoy working with my child. She follows my directions well and really tries to please me. When she doesn't understand my instruction she looks at me and says, "Can you ask me that again?". As far as her behavior, she tires easily. She will tell me that her brain can't

work anymore. Then I will tell her we will take a three minute break, and then we will go back to work. I think that we make a good team".

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Appendix

Scope and Sequence

Outcomes:

Outcomes for this experience are for the child to interact with peers and learn how to cope with everyday problems.

For the child to also develop a positive self-concept and encourage the practice of skills that engage in cooperative learning.

For the child to experience positive, supportive, interactions with adults and peers and develop a sense of belonging to a group

To develop sensory skills and kinesthetic abilities, which include visual, auditory, and tactile perception.

Scope: Through the "All About Me Collage," the child will be able to recognize and appreciate his unique qualities, while also cutting out pictures to develop fine motor skills. With the "Feelings Book," the child will be able to identify different emotions. This will build a sense of self and provides a tangible product to share with others. With "Cookie Cutter Trace," the student will develop the fine motor skills of drawing and tracing around the cookie cutters with crayons. With making the "Macaroni Necklace," the student will thread macaroni onto a string to develop fine motor skills. The student will be able to work with his hands through the "Nature Collage" and "Fall Leaves". Through "Table Top Finger Painting," the student will draw on a piece of paper on a table using fingers and finger paint.

Sequence:

October 8 – Friday (All About Me Collage)
magazines, scissors, glue, construction paper
October 15 – Friday (Color Recognition)
crayons, handouts
October 22 – Friday (Letter Recognition)
Worksheet, pencil, and crayons
October 29 – Friday (Letters of the Alphabet)
Alphabet puzzle, crayons, paper
November 5 – Friday (Letter Recognition)
worksheets, pencil, crayons, alphabet puzzle
November 12 – Friday (Number Recognition)
Arthur's Number Match, paper, pencil
November 19 – Friday (Number Recognition – Review of past weeks)
Arthur's Number Match, paper, pencil, sequence/matching game

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Lesson Plan One

Activity: All About Me Collage

Behavioral Objective: The student will be able to recognize and appreciate his or her unique qualities.

Procedure: Have the student make a collage of themselves. Have them cut up pictures out of magazines that depict things about themselves. Have them trace their hands and place the pictures around the fingers.

Materials: Construction paper, glue, scissors, magazines, and markers

Source: Erin Ridenour

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Reflection for October 8

Today I met the little boy that I will be working with. He seems so talented and yet so withdrawn. Today was kind of hard for me because I am not used to working with children that are so quiet. After awhile the student opened up to me and the two of us seemed to hit it off okay. I spoke with his teacher and she told me to work with him on his fine-motor skills, numbers, colors, and letters.

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Lesson Plan Two

Activity: Color Recognition

Behavioral Objective: The student will be able to recognize colors as well as color words.

Procedure: Have the student describe the colors blue and red. Give the student the handout that involves him/her in recognizing color words. Have the student trace the word red and blue. Then have the child work on several puzzles involving color recognition.

Materials: Printed handouts for student, crayons

Source: Colors and Shapes by: Frank Schaffer Publications

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Reflection for October 15

Today I found out just how behind my student really is. I thought that this activity would be good to begin with. He did know his colors but could not recognize them if they were written out. He especially had a hard time with the beginning letters of the colors. He kept asking me how to spell words. I told him to try his best at sounding them out, but he had a hard time even saying the words right.

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Lesson Plan Three

Activity: Letter Recognition

Objective: This activity will allow for the student to develop a working knowledge of alphabet recognition, letter formation, matching of capital and lowercase letters, and ordering of numbers.

Procedure: Have the student complete the worksheets to the best of his or her ability. Then allow the child to color in the pictures that go along with the letters.

Materials: worksheets, pencil, and crayons

Source: Basic Skills: Capital & Lowercase Letters. Carson-Dellosa

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Reflection for October 22

Today he did okay. He did really well in putting the alphabet together. He did put some of the letters backwards. Once we read the book I asked him to pick out a few words and try and spell them for me. He had trouble, so I let him look at the book. Once he spelled the words I asked him to put the letters back in order of the alphabet. He had trouble doing this. He could put the alphabet together as a whole but could take any of the letters out of sequence.

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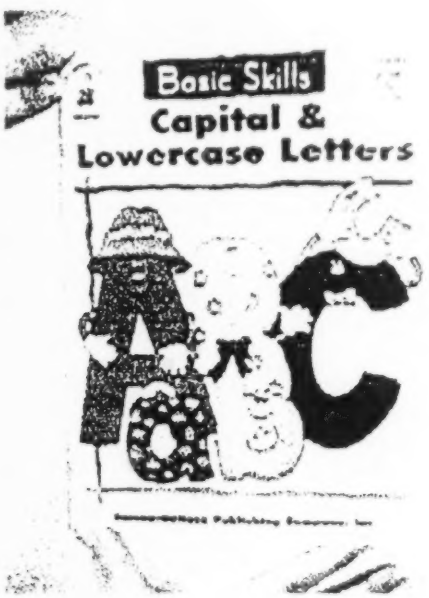
Letters of the Alphabet

Objective: The objective of this activity is for the student to develop a working knowledge of alphabet recognition, letter formation, matching of capital and lowercase letters, and ordering of letters.

Procedure: The student will recite his/her alphabet and then write out the alphabet. Once this is complete, the student will then work on an alphabet puzzle. The student will match the letter to a corresponding picture to eventually form an alphabet train.

Materials: paper, pencil, alphabet puzzle

Source: Basic Skills: Capital and Lowercase Letters. Carson-Dellosa Publishing Company.



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Reflection for October 29

Today seemed to go a little better. Though he was not very happy with me because he had to actually do some thinking. Once again he did not do very well in his work. I thought that if I gave him the ending and even the beginning letters that he would be able to do this. He still misspelled words. He starts out enthusiastic about the work, but gets bored and does not want to participate. I really want to help him, but I don't know how.

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Lesson Plan Five
(Letter Recognition)

Objective: This activity will allow for the student to develop a working knowledge of alphabet recognition, letter formation, matching of capital and lowercase letters, and ordering of numbers.

Procedure: Have the student complete the worksheets to the best of his or her ability. Then allow the child to color in the pictures that go along with the letters.

Emergent Skills: word recognition, letter recognition, and color review

Extended Experiences: Allow for the child to complete the alphabet puzzle that has previously been worked on. Discuss with the child any questions that he or she has.

Materials: worksheets, pencil, crayons, alphabet puzzle

Source: Basic Skills: Capital and Lowercase Letters. Carson-Dellosa Publishing Company.

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Reflection for November 5

Today went pretty well. We worked on his alphabet some more and he began to actually catch the hang of it. I feel that he is really enjoying this one-on-one attention. When he goes back to the classroom he likes to show his classmates what he has done. I think that he is building his self-confidence up. His reading and writing skills are still about the same, but hey it's not over yet!

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Lesson Plan Six

(Number Recognition)

Objective: This activity will allow for the student to develop a working knowledge of number concepts.

Procedure: Have the student complete the number match to the best of his or her ability. Then allow the child to look at the pictures that go along with the numbers.

Emergent Skills: number concepts, sequential order

Extended Experiences: Allow for the child to complete the number match. Discuss with the child any questions that he or she has.

Materials: Arthur's Number Match, paper, pencil

Source: Fun and Educational Game Cards By: American Education Publishing

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Reflection for November 12

Today was a good day. We went outside for class time. He really enjoys being outside. He liked the activity that we did as well. Since he does such a wonderful job at counting to twenty, this builds his self-esteem. He is slowly but surely improving.

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Lesson Plan Seven
(Number Recognition)

Objective: This activity will allow for the student to develop a working knowledge of number concepts.

Procedure: Have the student complete the number match to the best of his or her ability. Then allow the child to look at the pictures that go along with the numbers. If time permits, the teacher will give a summary review lesson from the past six weeks.

Emergent Skills: number concepts, sequential order

Extended Experiences: Allow for the child to complete the number match. Discuss with the child any questions that he or she has. Play memory and/or sequential games with the student.

Materials: Arthur's Number Match, paper, pencil

Source: Fun and Educational Game Cards By: American Education Publishing

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Reflection for November 19

Today was a fun day. We went outside again and played some games. He especially enjoyed memory. He beat me at it…well okay so I let him win. But hey you gotta do what you gotta do.☺ We went over his numbers again and he did a wonderful job. I am really proud of Daniel; he seems to be improving. Only problem… today is my last day.☹

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Summary of Experience

This experience was very beneficial to me. I really enjoyed working with Daniel. He gave me new aspects to think abut when I am in the schools teaching. It made me think of how can one teacher teach a roomful of children when the learning abilities are so varied. It also had me searching for ideas of how to teach this student. Daniel comes from such a different world, one with no worries and fears; at least not that I have seen. Daniel and I learned a lot these past seven weeks... this was truly a learning experience for the both of us.☺

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Progress Report

I would first like to say that Daniel is an exceptional student! I thoroughly enjoyed working with him. For the past seven weeks, Daniel and I have worked on his letter recognition, number recognition, and his fine motor skills. Due to the limited amount of time, I do not feel that I was able to leave a real impression on the child. I only wish that I had more time. As you may know, Daniel has improved on his fine motor skills. I feel that he needs a little more work on his letters and differentiating between upper and lowercase letters. Once again, I thank you for allowing me to work one-on-one with this student...this was truly a learning experience for the both of us.

Sincerely,

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Assignments for Field Experiences
LaVega Primary School Professional Development Site

On completion of readings, literature review, research, lectures, class discussion, and observations students will spend one class day a week at the LaVega Primary School to focus on diversity in the Learning Environment of Young Children. The student will be assigned an environment, a teacher and child for the field experience. All experiences will be supervised by the professor, lead teacher and classroom teacher.

Activities

- Collaborate with the teacher to identify developmental level, diverse learning style and special needs. Work with the teacher to understand and apply cultural and linguistic diversity, and to understand the culture, language, thought and the home language in the development of the children. This should be evident in experiences provided during the semester.
- Develop expected outcomes for the child
- Design a scope and sequence for assigned sessions. Experiences should be based on knowledge of the child, the community, curriculum goals and content.
- Write teaching plans for each session. Plans should include opportunities to support cognitive, language, social, emotional, physical and aesthetic development. Integrate experiences to provide learning in language and literacy, social studies, mathematics, science, art, music, drama, health, safety, nutrition and movement.
- Plans should be approved by teacher and professor. A copy should be placed in the folder with the teacher.
- Collaborate with the teacher to determine assessment strategies. This should be evident in observations, experiences and portfolio.
- Write a case study recording weekly progress. The study should have:
    1. Description of the child (only use first name).
    2. Date and description of weekly experiences
    3. Summary statement.

  The case study will be presented to the class at the end of the semester.
- Write a reflection from each session. Observe, record and assess development and learning. Include your observations of the child's progress and your learning from the experience. From each experience adapt and improve decision making and teaching effectiveness skills and assess needs for continued planning. This should be evident in performance and writing.
- Report progress to the teacher and check with the teacher for feedback.
- Guide the child in self assessment.
- Engage the child in planning.
- Plan a conference time (outside of class time) with the teacher during the semester.
- Plan with the teacher a time to participate with parents, attend parent meetings and conferences. Write a description of your learning from this experience. Refer to text for additional information.
- Collaborate with the teacher to maintain positive collaborative relationships with families.
- Observe respect of parents' choices and goals for children.
- Observe communication with parents concerning curriculum and progress.
- Observe family involvement in curriculum assessing and planning for individual children.
- Observe support of parents in making decisions related to development and parenting.
- Develop sensitivity to family structures, social and cultural backgrounds.
- Observe application of family systems theory and dynamics, roles, and relationships within the family and community.
- Identify family oriented services.
- Be prepared to share your experiences in class discussion.
- Communicate with professionals and identify agencies concerned with young children. Be prepared to share experiences.

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OBJECTIVES

Based on study and experiences, students should be able to:

--- Demonstrate understanding of the conditions that affect children's development and learning including risk factors, developmental variations, and developmental patterns of specific disabilities.

--- Create and modify environments and experiences to meet the needs of all children including children with disabilities, developmental delays, and special abilities.

--- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political context for development and learning, and recognize that children are best understood in the context of family, culture and society.

--- Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of young children.

--- Affirm and respect culturally and linguistically diverse children, support home language presentation, and promote anti-bias approaches through the creation of learning environment and experiences.

--- Evaluate and demonstrate appropriate use of technology with young children.

--- Adapt strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, or special abilities.

--- Incorporate knowledge and strategies from multiple discipline into the design of intervention strategies and integrate goals from IEP's and IFSPS's into daily activities and routine.

--- Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.

--- Implement basic health, nutrition, and safety management practices for young children including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.

--- Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.

--- Recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

--- Establish and maintain positive, collaborative relationships with families.

--- Support parents making decisions related to their child development and parenting.

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- Participate with the teacher to develop assessment strategies. Use formal and informal assessment in planning curriculum and selecting instructional practices. This should be evident in the instructional experiences.
- Use authentic performance-based assessment for planning and communicating with children and parents.
- Work with the teacher and others to conduct family centered assessments and to select, evaluate and interpret formal, standardized assessment instruments and other assessment strategies.
- Work with the teacher to use assessment results in the development and implementation of an IEP and IFSP.
- Understand the use of formative and summative program evaluation by observation and participation with the teacher. Be prepared to discuss information in class.
- Plan learning experiences using technology to assist meeting needs of diverse learning styles. (Place plan in folder.)
- Reflect on experiences, philosophy, decisions and practices. Write an evaluation of practices and conduct a self assessment to improve programs and instruction. Place a copy in your portfolio.
- Discuss the following topics with your teacher, the lead teacher, professor, or principal: Trends, issues, public policies, legislation, historical, philosophical and social foundations and code of ethics.
- Observe the effects in the learning environment. Write your views about each topic. Be prepared for small group class discussions.
- Explain how you will become an advocate for children and enhance the status of early childhood education. Place a summary statement in your portfolio.
- Share professional literature and resources from your research project with your teacher.
- Display knowledge of professionals, the profession, professional development and continuous learning in your performance in the learning environment.
- Project Guidelines

From the field experience, the student will select an issue or problem for literature review and research. This research project should assist the student in the instructional experience. The student is required to share three current articles with the teacher and a copy of the abstract from the research paper. The student will discuss selected topic with the professor for approval and write a purpose of the study for approval.

The student will write a research paper using the following outline:

1. Title Page
2. Abstract
3. Text
   a. Introduction
   b. Purpose of Paper
   c. Summary of Literature and Field Experience
   d. Discussion
   e. Conclusion
4. References

The Publication Manual of the American Psychological Association will be used a guide for writing.

A report of the study will be presented in class.

Self Assessment

Review objectives. Objectives should be met by collaboration, observation, and teaching in the LaVega Primary School or in the on campus classroom, lecture, discussion, readings and demonstrations. By each objective, indicate the learning opportunity with the following: o - observation, t - teaching, c - collaboration with teacher, d - discussion, r - reading, dm - demonstration.

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--- Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

--- Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.

--- Link families with a range of family-oriented services based on identified resources, priorities, and concerns.

--- Communicate effectively with other professionals concerned with children and agencies in the large community to support children's development, learning and well being.

--- Use informal and formal assessment strategies to plan and individualize curriculum.

--- Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan and Individual Family Service Plan goals for children with special developmental and learning needs.

--- Demonstrate awareness of and commitment to the profession's code of ethical conduct.

--- Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.

--- Serve as advocates on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators.

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